

DOCUMENT RESUME

ED 073 333

AC 014 119

AUTHOR Breeden, Clare Nell; And Others
TITLE A Plan for Identifying, Selecting, Orienting,
Training, Utilizing, Recognizing and Evaluating Home
Demonstration Clothing Project Leaders.
PUB DATE 72
NOTE 24p.; Prepared for Agricultural Extension 5120
course
EDRS PRICE MF-\$0.65 HC-\$3.29
DESCRIPTORS Adult Education Programs; *Adult Leaders; Adult
Vocational Education; *Extension Education; Home
Economics Education; Home Economics Teachers;
*Leadership Training; Rural Extension; *Sewing
Instruction; Technical Reports

ABSTRACT

A study of clothing leaders in Meigs and Warren counties, Tennessee, was conducted to find ways to improve the use of new and present clothing project leaders in adult home economics extension programs. An analysis of each county's work plan for 1972-73 was the basis of this research project. The leadership development plan consists of: (1) identifying potential leaders; (2) selecting a clothing project leader; (3) orienting--placing the emphasis on job expectation and initiation of leaders into job responsibilities; (4) training--meetings, workshops, conferences, etc.; (5) utilizing--leaders to their full capacity; (6) recognizing--good leader performance; and (7) evaluating--guidelines for evaluating leader performance. A bibliography is provided.

ED 073333

U S DEPARTMENT OF HEALTH
EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM
THE PERSON OR ORGANIZATION ORGANIZING IT. POINTS OF VIEW OR OPINIONS
STATED DO NOT NECESSARILY
REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY

A PLAN FOR IDENTIFYING, SELECTING,
ORIENTING, TRAINING, UTILIZING,
RECOGNIZING AND EVALUATING HOME
DEMONSTRATION CLOTHING PROJECT
LEADERS

Agricultural Extension 5120

Cecil E. Carter, Jr.

Prepared by

Clare Nell Breeden
Janet Cressman
Mary Frances Hamilton

Winter Course

1972

FILMED FROM BEST AVAILABLE COPY

ACCO 4119

Outline of Paper

- I. Introduction
- II. Situation
- III. Leadership Development Plan
 - A. Identifying
 - B. Selecting
 - C. Orienting
 - D. Training
 - E. Utilizing
 - F. Recognizing
 - G. Evaluating
- IV. Summary
- V. Bibliography

A PLAN FOR IDENTIFYING, SELECTING, ORIENTING, TRAINING, UTILIZING,
RECOGNIZING, AND EVALUATING HOME DEMONSTRATION PROJECT LEADERS

I. Introduction

The purpose of this plan is to prepare a "working tool" for use with clothing project leaders in an effective Home Demonstration Club program. It is the goal of this group to apply information in Meigs and Warren counties. This plan will hopefully serve as a guide for other counties in implementing their adult clothing program.

A plan of action for the counties was devised from the clothing study. This is given in our situation statement. A goal of the group is to relate research findings to practical teaching methods, thereby improving our county's situation regarding clothing leaders. We have found difficulty in finding material specifically related to Home Demonstration leaders; however, we will attempt to apply information of adult education to the clothing project leaders of the Home Demonstration Clubs.

II. Situation

The group preparing this paper was composed of three women, two extension home economists and one full time graduate student planning to go into extension adult home economics work in one of the western states. The extension agents represented the adult home economics program in Meigs and Warren Counties, Tennessee.

We agreed that we would study leaders in one specific area, namely clothing. The problem identified in both counties was to improve the use of new and present clothing project leaders. Study of clothing leaders in the following areas include: identifying, selecting, orienting, training, utilizing, recognizing and evaluating.

An analysis of each county's plan of work for 1972-73 was the basis for this research project.

Meigs County

A 1966 textiles and clothing survey revealed that the homemakers needed information and help in the following recommended practices: staystitching; marking curved areas and special construction details on cut garments; straightening fabrics before cutting; understitching collars and facings and the use of pressing equipment.

Teaching emphasis in 1972-73 will be related to the following practices: straightening fabrics and construction details. Each of the ten organized Home Demonstration Clubs has one clothing project leader.

Warren County

According to a 1966 textiles and clothing checklist, clothing construction was one of the areas needing special emphasis. Techniques presenting the most problems included: pattern alteration, staystitching, setting in sleeves and understitching of facings and collars.

The 1972-73 teaching objectives in the Home Demonstration clothing program are: 1) to improve knowledge and skills related to clothing, and 2) to gain a knowledge of fabrics and the handling of such fabrics. Each of the twenty-six clubs in Warren County have at least one clothing leader.

The extension personnel in both counties meet with clothing leaders at least twice during the year for further training.

III. Leadership Development Plan

A. Identifying

The process of identification of potential leaders is at best a complex task. Not only are potential individuals scrutinized as to leadership ability, but the roles they are to assume must be defined and specific as well.

According to Dolan(6:5), the identification of a potential leader is a very important phase of total leadership development and very often one of the most neglected. In determining the availability of future leaders an inventory should be made of the present leadership in the county. Many counties do have a list of active leaders. Examination of this list specifies not only who the present leaders are and where they are located, but whether or not the leader will fit into the scheme of a clothing leader.

McCurtry(10:6) proposes slightly different approach in the leader-identification process. He suggests the Extension staff and three or four other knowledgeable people in the county suggest the names of about 30 people they think are leaders. These people are interviewed first. They in turn, suggest other names, until the interview list expands from 70-90. Through this process, the leadership list is confirmed-no leader is overlooked. Interviews are conducted by a survey team which includes a local Extension staff person and, usually a University staff person. In the leadership survey, the interviewer asks one question and one request: (1) "Will you indicate the concerns or problems as you see them in your area?" (2) "Please give us names of individuals whose good judgment you respect and who are concerned about their community." The second question helps to find the people in the community who could be effective in bringing about change because of the trust placed in them by their fellow citizens.

Knowing the qualification needs for the job will help to increase the likelihood of identifying a prospective leader. Kelsey & Hearne list seven questions which will help in discovering the potential leader:

1. What is the job to be done?
2. What characteristics and skills does this job require?
3. Where is the person with these qualifications?
4. What group will support or follow this person?
5. Of the qualities he/she has
 - (a) Which of them may be improved by training?
 - (b) Which may be changed materially?
6. Of the qualities he lacks -
 - (a) Which may be developed by experience and training?
 - (b) Which may he never hope to have?
7. On what basis shall a qualified person be induced to serve?

The identification of a clothing leader for Meigs and Warren County can be facilitated by following one or a combination of the above procedures. We feel that we have often overlooked this process for identifying a leader and because we are searching for clothing project leaders for the next year, a thorough review of the proper processes will certainly enhance our clothing project for 1972. Thus, in a clothing leader, we are for those qualities of leadership which will contribute to an effective program. According to Saunders(12:317), the three characteristics of effective leadership in Extension work are: (a) Knowledge of the area in which leadership is to develop; (b) knowledge of human nature; and (c) acceptance of the leader by the group.

Therefore, we feel that by practicing the criteria of identifying a potential leader, we will be able to locate a leader that is skilled and highly qualified, and one who will contribute to the over-all Extension program.

B. Selecting

The second phase of leadership development that concerns Meigs and Warren Counties is selecting a clothing project leader after we have identified her. The method of selecting the clothing leader varies with the local home demonstration club and the extension agent. She may be elected by the group, appointed by the club officers, or may volunteer for the position. Delay (5:2) sees the position of the clothing leader as being responsible for various duties in the county clothing program, and in addition she may assist the extension agent in helping people to develop their abilities to their fullest capacity. In selecting our clothing project leaders for the 1972 work year, we feel that we do want our clothing project leaders to take this responsibility.

Because each of the three methods in selecting a leader decrees the idea of volunteerism, all potential leaders must make the final decision whether or not to accept the job. In Meigs and Warren Counties, our project leaders are appointed and elected, some do volunteer. Since selection of leaders revolve around this method, we feel that it is important to list the guidelines as outlined by Dolan: (6:7-9)

1. Know as much about the potential leader as possible.

Attempt to learn from some source something of potential leader's personality, background, occupational interests, and social participation. The social participation factor is important since a person who is already busy may not be able to devote enough time to properly perform on the job. In both counties we do this to a degree, but we plan to give it more emphasis in the 1972-72 program.

2. Hold an introductory interview with the prospective leader.

Briefly discuss the importance of the job, the scope of the program and secure his acceptance.

3. Match the leader to the task insofar as possible.

Match the leader to her tasks based on the qualities and skills of the individual and the situation (project, organizational, or special interest.)

4. Allow sufficient time for the prospective leader to decide whether to become involved.

For those making selections to determine the acceptability of the interviewee for the position.

5. Welcome the leader

Once he has accepted through personal contact or public announcement.

C. Orienting

The clothing leader is responsible for various duties in the county clothing program, and in addition, she may be called upon to assist the extension agent in helping people to develop their abilities to the fullest capacity.

Thus, the clothing leader must possess or learn those qualities of leadership which will contribute to an effective program. In addition to effectively enacting her role as a clothing leader she must understand what is involved in the clothing leadership.

According to Dolan and Smith(6:9), orientation is probably the phase of leadership development which is the most often overlooked and passed over by professional and volunteer leaders. It should be different from training. We are in agreement that this phase is overlooked to a great extent in the project leadership development in both Meigs and Warren counties.

The emphasis in orientation should be placed on job expectation and initiation of leaders into job responsibilities. To facilitate this, the leader must know her level of leadership.

Martin, Harvey and Niederfrank(11:6-7), point out that most people can be classified as a beginner, intermediate, or high-level leaders, depending on the leadership training they may have had, their experience in leadership roles, and natural leadership abilities. An extension agent would be wise to consider the leadership capacity of each leader, and the implications that this presents in relation to the training and support needed for a leader's growth and development.

When leaders feel well prepared, they will perform at a higher level.

We agreed that orientation for clothing leaders in Meigs and Warren counties should include the following objectives:

- 1) to understand the philosophy and objectives of extension work, with emphasis on the adult home economics program.

- 2) to become familiar with the scope of the county adult home economics program and especially as it relates to textiles and clothing.
- 3) to be aware of many sources of information pertaining to textiles and clothing.
- 4) to be willing to learn and adapt new methods, techniques and ideas relating to clothing.
- 5) to be responsible for sharing researched based information with club members and other homemakers.
- 6) to assist extension personnel and others in promoting recommended textile and clothing practices in Meigs and Warren counties.
- 7) to realize the importance and responsibilities of being a clothing leader for her home demonstration club.

To have effective orientation in both counties, we submit these suggestions for trial for the different levels of leadership.

- 1) The beginning leader may be oriented into her leadership role by:
 - a. personal contact.
 - b. detailed letters outlining the job description of the clothing leader.
 - c. meeting with other beginning clothing leaders; to get acquainted.
to learn the philosophy and objectives of extension work, emphasizing the adult home economics program.
 - to become familiar with the scope of the county adult home economics program as it relates to textiles and clothing.
 - to outline plans for training.

to share ideas and problems

- 2) The intermediate and high-level leader may be oriented into her leadership role by:
 - a. different letter, detailed and outlining the job description of clothing leader.
 - b. personal contact

With these contacts being made, a clearer understanding on the part of the leader and agent concerning the role of the leader and the goals of the program should result.

We plan to evaluate this phase of leadership development in both counties through:

- 1) feedback from the leaders
- 2) general observation by each agent
3. a checklist to see how leaders react to their orientation.

D. Training

The extension home economist is responsible for training clothing leaders to work with individuals and groups. She disseminates information based on textile and clothing research.

This information enables the clothing leaders to perform their roles more effectively(5:29).

Biddle(2) indicated that leaders can be developed and trained. He further noted that leaders are more easily trained at the present time than they were at the turn of the century due to better means of communication and better means of education received from various rural organizations.

Although it is possible to give tangible training for leadership, training must be supported by motivation. Sanderson(3:84) states: "Motivation is...as important as training." One means of motivation leaders may be through contacts made with new people, seeking out or creating new social situations in which to become involved. In learning to accept new and different responsibilities the leader learns to play new and different roles. A person who is motivated strongly enough would be eager to accept a difficult task of a challenging social situation. It can be stated then, that involvement grows out of motivation.

From the Extension Service point of view, Lloyd H. Davis(4:16), stated that:

Some of the more important accomplishments are made as we inspire others, provide them with ideas, encouragement and assistance--as we work quietly behind the scenes--while they take action and rightfully claim credit.

Groups with the highest morale are those who see the supervisor as performing a number of broad supportive functions(3). The extension agent performs these supportive functions. She guides

and trains the leaders in order that they may conduct the program and be an integral part of the Home Demonstration Club program of work.

The Tennessee Home Demonstration Club Leaders Handbook outlines the duties of a clothing leader. The leader is instructed to:

Take an active part in leader training meetings and workshops held. Use information from the Agricultural Extension Service and other related sources and articles in magazines and newspapers. Present information on clothing to club members and to non-members through demonstrations, exhibits, tours, discussions and workshops. (7:15-16)

In Meigs and Warren counties, clothing leaders are most frequently trained through workshops and leader training meetings. These are most effective, but in studying the three levels of leadership, it was agreed that other techniques would be tried as well in both counties in 1972-73. All of the techniques to be used will include:

Meigs County

1. Two leader training meetings.
2. Clothing workshops
 - a) Sewing machine clinic
 - b) Casual coat
3. Tour - - Textile plant(woolen and synthetic) at Cleveland
4. Educational leaflets and information
5. Personal contact with leaders

Warren County

1. Two leader training meetings
2. Textiles and clothing workshops
 - a) Make a shift
 - b) Basic sewing
 - c) Make a pant suit
 - d) Beginners knitting
 - e) Beginners crocheting
 - f) Know your sewing machine

3. Tour

- a) Textile plant (polyester) at Woodbury or
- b) Good fabric store

4. Newsletters including pertinent up-to-date information on
textiles and clothing to be done at least twice a year

5. Personal conferences as needed with clothing leaders

E. Utilizing

It is of little value to identify, select, orient, and train a leader unless the leader is utilized to her full capacity. After a leader is trained, it is very imperative for the extension agent to see that the leader is utilized in a productive manner. According to Dolan(6:12), "utilization is the process of putting the knowledge and skill of the leader into action in the most appropriate way."

The utilization phase is vitally important to total leadership development. Dolan(6:12) defines the four following factors which are important in this connection: (1) opportunity for performance; (2) leader performance areas; (3) continued guidance, and (4) motivational techniques to keep leaders working.

The clothing project leader should be presented opportunities by the extension agent to express and demonstrate to the members of club and community a better understanding of the family clothing plan.

Leaders will feel that they are a part of the extension system if they are informed of the clothing program.

Clothing leaders may assist with the leader performance areas of the total extension program: planning, executing and evaluating.

Clothing leaders can help along with the extension agent with the program planning, the execution and the evaluation of the plan.

The extension agent can provide much needed advice and guidance for the clothing leader. Leaders will feel more secure if they are certain of the agent's continually assistance and help in the problem solving.

The clothing leader must be motivated in such a way that she will continue to lead and teach others. The extension agent can: 1) Provide new teaching ideas to the leader, 2) Recognize the leaders whenever possible, 3) Seek assistance from leaders in planning the clothing program activities, 4) Provide challenging and interesting jobs for the leader, 5) Answer their requests and wants immediately, if possible, 6) constantly show sincere appreciation for their work.

The aspects of family clothing included in the home demonstration program are selection, construction and care of clothing. As the clothing leader performs her role, she should emphasize these three phases(5:42).

In both counties, clothing leaders are utilized in the following ways: providing leadership at regular meetings by giving demonstrations or leading discussions; attending workshops and teaching other members; representing club at county council meetings, etc. In order to have more effective clothing leaders and to utilize them more effective, the following ways will be considered to be tried in the coming year:

Meigs County

- 1) assist with dress revue
- 2) assist with 4-H clothing project and activities
- 3) conduct tour to Cleveland to textile company
- 4) provide leadership and give demonstration at regular meetings twice a year
- 5) represent club at county meetings
- 6) attend workshops and teach other members

Warren County

- 1) conduct at least two clothing workshops for 4-H girls
in the beginning clothing (pin cushion and apron)
- 2) assist in adult and youth clothing departments at the
county fair
- 3) participate in the District III Home Demonstration
Dress Revue at the Chattanooga District fair
- 4) share information, techniques, etc., with club members
through demonstrations, discussions, personal contacts,
etc.
- 5) share information, techniques, etc. with other home-
makers and girls through personal contact and discussion
- 6) assist in giving a live demonstration at the county fair
on a textile or clothing project

F. Recognizing

"Recognition and appreciation are among the chief rewards of leadership and should be generously bestowed."(13:100) It may be done by other leaders or officers of a club or the professional extension personnel either personally or in public.

According to Dolan(6:14), "recognition is the process of recognizing and rewarding sound leader performance." It is a continuous process in the total leadership development. Recognition is a form of expression of faith in a leader and it is the natural response of followers. When we appreciate the services of our clothing leaders, the least we can do is give them their deserving recognition.

There are two major forms of recognition--tangible and intangible (6:14). Both are used by Extension workers. In most cases, the intangible should be more important than the tangible. It may be that a smile, handshake, or pat on the back(intangible) will be more satisfying and mean more than a certificate or pin(tangible).

Some principles of leader recognition which apply to clothing leaders are the following: (1)provide prominent parts in meetings for leaders; (2) give publicity where it is due;(3) let leaders know they are essential and important; and (4) encourage expressions of appreciation(6:14).

Sanders(12:327), suggests some techniques for recognition which may be used as the following: (1) appreciation letters (2)annual recognition banquet (3)certificates, plaques or other awards (4) mention of names in newspaper articles, radio, television (5) trips (6) seeking of advice (7) encouragement of appreciation from friends and associates--a personal "thank you."

In order to recognize our clothing leaders more effectively, we plan the following procedures for the 1972-73 year:

Meigs County

- 1) Radio interview of leader's contribution or accomplishments
- 2) Mention leader's name in newspaper articles when appropriate and write feature story on leader of the year; use pictures frequently
- 3) Write personal letters to express thanks and congratulations
- 4) Express appreciation to leaders either personally or in public, when appropriate
- 5) Consider the possibility of a leader's award luncheon, sponsored by business, present deserving leaders with pin or some type of award

Warren County

- 1) Give recognition to the clothing leaders on radio and relate it to the clothing phase of the adult home economics program
- 2) Write at least one feature story during the year for the newspaper recognizing clothing leaders and their accomplishments with pictures
- 3) Recognize leaders in the "Home Demonstration News Notes" for homemakers sent six times a year
- 4) Send a personal letter at the beginning of the year to welcome leaders
- 5) Send a personal letter at the end of the year expressing thanks and congratulating leaders

G. Evaluating

Dolan (6:15) explains evaluation as "the process of analyzing leader performance and results by means of informal, semi-formal and formal methods of evaluation."

One of the main purposes of evaluation is to find out how much change and growth have taken place as a result of the educational experiences.

Evaluation of the clothing leaders will guide the extension agent to the methods to take toward achievement of the goals of the program (9:104).

Since evaluation is continuous through all stages of leadership development, it should be used at all times by the extension agent.

Agents and leaders may use the evaluation process: (1) as a self-analysis instrument, (2) to determine areas of strength, (3) to determine areas which need attention and (4) as a guide for developing leadership (6:15).

According to Partin (11:11), the leader can be evaluated by the following criteria:

- (1) Is the leader involved in the decision-making process of extension program development?
- (2) How many people are participating in programs for which the leader provides leadership?
- (3) How many people has the leader encouraged to improve their skills?
- (4) Within any leadership level, is there the opportunity for increased satisfaction and effectiveness?
- (5) Is the leader given opportunities to improve her leadership

skills and move to another level.

(6) Is leadership training continuous, and is it planned to meet the needs of leaders at all levels?

These guidelines described by Partin would be very helpful to both counties' clothing programs as they strive to improve their county program.

Some of the ways we plan to evaluate our leadership development will be through:

- (1) Feedback from leaders and other members
- (2) General observation by each agent
- (3) A checklist or survey to see how leaders react to their role as a leader.

IV. Summary

This paper has been an attempt to organize a guide to follow in the two selected counties toward the development of clothing project leaders. We have taken the tasks of identifying, selecting, orienting, training, utilizing, recognizing, and evaluating as the steps to follow in involving clothing project leaders.

We realize that there is still room for much improvement in the process of developing clothing project leaders in these two counties, and this has been planned with one purpose in mind--to use in Meigs and Warren counties to improve the leadership development process of clothing project leaders, thereby improving the over-all counties' plans.

It is hoped that this format will serve as reference material in other counties in Tennessee. We recommend that the extension agents in Meigs and Warren counties utilize these general guidelines that have been presented which deal with the leadership development process.

BIBLIOGRAPHY

1. Beal, Bohlen and Roudabough. Leadership and Dynamic Group Action. Ames, Iowa: Iowa State Press, 1962
2. Biddle, William W.. The Cultivation of Community Leaders. New York: Harper and Brothers, 1953
3. Cartwright and Zarber. Group Dynamics. Evanston, Illinois: Row Peterson, 1960
4. Davis, Lloyd H. from the Administrator's Desk, Extension Service Review, 1967, 38(3), 16.
5. Delay, B.F., Thesis, "Role of the Clothing Leader in the Home Demonstration Club Program," University of Tennessee Library, 1968
6. Dolan and Smith. "The Leadership Development Process in a Complex Organization." Paper presented at 4-H Training Conference, North Carolina State University, 1966
7. Gilbert, Claire. Tennessee Home Demonstration Leaders Handbook. Knoxville: University of Tennessee Agricultural Extension Service, 1967
8. Kelsey, L.C. and C.C. Hearne. Cooperative Extension Service. Ithaca, New York: Comstock Publishers, 1963
9. Kreitlow, Burton W., E.W. Aiton and A.P. Torrence. Leadership for Action In Rural Communities. Danville, Illinois: Interstate, 1960
10. McMurry, Gene. "Extension Helps Communities." ed. in Extension Service Review, 44, December 1971
11. Partin, Harvey, Niederfronts and Boyre. "Volunteers, A Challenge for Extension Workers." Washington Extension Service, U.S. Dept. of Agriculture, 1971
12. Sanders, H.C. (Ed.) The Cooperative Extension Service. Englewood Cliffs, New Jersey; Prentice-Hall, Inc. 1966
13. Sanderson, Dwight. Leadership for Rural Life. New York: Associated Press, 1940

ERIC Clearinghouse
FEB 6 1973
on Adult Education